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Philadelphia's Demonstration School

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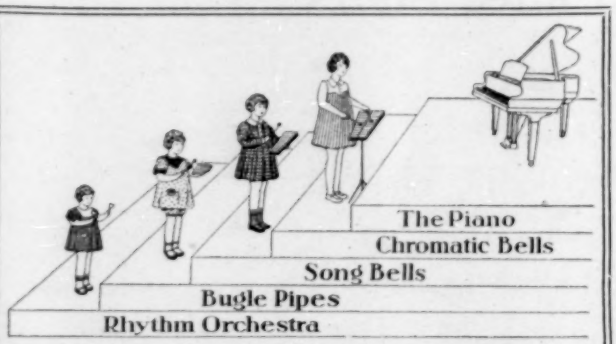
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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
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CONTENTS FOR DECEMBER 22, 1930

EDITORIALS:—
The New Connecticut 519
The Resignation of George H. Black 519
Mr. Egan's New Monthly Service 520
Dr. Cooper's Message 520
An Antioch Problem 520
Chancellor Brown's Message 520

FAMOUS SCHOOL BOARD MEMBERS 521
By Albert E. Winship

THE DREAMS OF YOUTH (Poem) 521
By Alfred Osmond

BELDING'S PAGE 522
The Common School 522
Dignity Versus Mutual Trust 522
Can She Make 'Em Work? 522

PHILADELPHIA'S DEMONSTRATION SCHOOL 523
By Armand J. Gerson

SCHOOL HEALTH IN CATTARAUGUS COUNTY 525
By Bertrand Brown

COMMUNITY LIFE IN WHITMELL 527
By Mrs. F. C. Beverley

THOUGHTS FOR CHRISTMAS (Poem) 528
By Reginald Stevens Kimball

THEY SAY 529

PERSONAL AND PROFESSIONAL 530

WHO IS A LIAR? 531
By Arthur Dean

CHARACTER CHATS 532
By Joseph B. Egan
Jeff Runs Down a Deer 532
Fringed Gentians 533
Ed and the Sculpin 533
Holed In 533
Tobo 537

THE BOOK TABLE 534

EDUCATION IN ACTION 535

GRINS BETWEEN GRINDS 538

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Editorials

The New Connecticut

THE New Connecticut is leading the new New England in the new education at a thrilling pace.

Never has there been anything comparable to the nationalization of Connecticut in education in the past year.

Yale went to Missouri for Clyde M. Hill, the new dean of education of Yale University. The New Haven State Normal School went to Pennsylvania for Lester K. Ade, its new principal. New Britain went to North Dakota for Herbert D. Welte, the new principal of its State Teachers College.

The state went to New Hampshire for Ernest W. Butterfield, the new state commissioner of education, to solve the new problems of the modernized industrial and social life of youths.

Yale University and the State Department of Education went to New Jersey for Mrs. Ruth White Colton to create the first new state creation of character education.

Avon Old Town School went to Pittsburgh, Pennsylvania, for James Sterling Tippett to create a new education for civic, social and professional leadership in its five-million-dollar school on its three-thousand-acre campus.

The new Connecticut education was foreshadowed early in the decade when James B. Angell was imported to create a new Yale, J. S. Spaulding to create a new professionalism for education in Yale, and A. B. Meredith to create a new state education administrative spirit.

The Resignation of George H. Black

DR. GEORGE H. BLACK has been one of the most famous creators of the training of teachers for community service in school and out, and consequently his resignation from the Washington State Normal School, Ellensburg, Washington, is most regrettable.

While he had a wonderfully efficient faculty handling the details of his matchless creation it has all centred in his vision, so that there has been a constant drain upon his physical and mental reserve.

The industrial and civic conditions of the Northwest in the last few years have added indescribably to administrative anxieties, all of which have conspired to make the relief of retirement important.

Mr. Egan's New Monthly Service

IT GIVES the Journal of Education great pleasure to have the privilege of being the first to tell the teachers of the nation about the latest contribution of Joseph B. Egan to the cause of character education.

As most teachers know, Mr. Egan, besides being the author of our "Character Chats," is also the author of "Wings of Flame" and "New Found Tales," two John C. Winston Company books that have proven outstanding successes in juvenile offerings during the last year. As principal of a large Boston school district, and as editor for five years of Citizenship through Character Development, Mr. Egan is in a unique position to develop a character training that will be at once interesting, effective, and easily applied.

Ten years of active work in the forefront of the character training movement have gone into the preparation of this new service.

The Journal of Education cannot speak too highly of Mr. Egan's work. Character training must be taught and effective methods must be developed. Mr. Egan's wealth of human experience and ability as a story teller for children enable him to solve this problem.

In the Character Chat section this week we reprint the first week of this monthly service. A vital, integrated, original story for every day, little cross-sections of life, vitalized by real interesting suggestions for discussion and packed with suggestions for projects.

The Journal has no financial or other interest in the project, other than an interest in a splendid achievement in the cause of efficient character education.

The Journal of Education wishes to say to its readers that its pages first presented Mr. Egan to the educational world through his Character Chats, and it takes pride in feeling that this new monthly service is, in a very real way, an outcome of Journal of Education activity.

For particulars regarding this service, write to Joseph B. Egan, care of this magazine.

Grace Abbott, head of the United States Children's Bureau, made a spectacular comeback after a vigorous series of protests of the doings of certain committees at the Welfare Conference, by calling for a rising vote of devotion to President Hoover and his leadership in welfare work.

Dr. Cooper's Message

UNITED STATES Commissioner of Education William John Cooper was one of the most vital and ennobling speakers at the Welfare Conference. Of the many terse sentences in his address the following was especially effective: "This is a rapidly changing world, and it is necessary to help the student solve his problems rather than to tell him what to do. He must realize the significance of the changing world and the things in it; must show that science is a matter of growth."

An Antioch Problem

PRESIDENT ARTHUR E. MORGAN, Antioch College, Yellow Springs, Ohio, has 175 firms and institutions in the Northwest section of the United States who look to Antioch College for co-operative student help. This is a remarkable response to plan to create a work-study institution.

President Morgan's latest academic creation is the installation of C. O. Schaub of Fairfax, Virginia, as "Professor of Work." There are about one-tenth of the well-intentioned students who cannot adjust themselves to any manual job.

President Morgan says:—

"Some of these students are our most brilliant and studious people, often representing wealthy and intellectual homes, who are simply inexperienced in facing responsibilities and in meeting practical situations. We can't send them to firms or institutions away from the college without involving a great deal of difficulty in their adjustment."

Chancellor Brown's Message

AMERICAN education is approaching the most important crisis in sixty years, and Dr. Elmer Ellsworth Brown, chancellor of New York University, selects the phase of this crisis with which higher education must deal in his annual report just issued.

His report considers the crisis in American education which will concern civic, social, and industrial life more tragically than the earlier crises, because failure to solve the crucial problems of youths from thirteen to sixteen years of age often eventuates in a vicious community spirit culminating in crime and violence.

Chancellor Brown has for more than forty years been a close student of the tendencies of youths, and has been heroic in his estimates of the responsibilities of education.

The creation of a noble academic personality in the largest cosmopolitan city in the world, at the height of social and industrial unrest, as Chancellor Brown and his associates have done, gives his analysis of the present tendencies the utmost importance.

Famous School Board Members

E. W. Spencer and Harry P. Vories

By ALBERT E. WINSHIP

PUEBLO, Colorado, District Number One, James H. Risley, superintendent, has the distinction of having two men who have been on the school board for a quarter of a century. I doubt if any other city has on its board today two men of such extended service.

Dr. E. W. Spencer, president of the school board. Colorado is a new young state, and Dr. Spencer, president of the school board, was a member of the school board for a quarter of a century, is a native of the city, was educated in the public schools of the city, and is a graduate of a state university.

In this quarter of a century Dr. Spencer has been one of the leading dentists of the city, state, and the New West. He has also been incessantly officially active in church work, in various religious, fraternal and civic activities. There has been little public service from the Young Men's Christian Association to Knights Templar in which Dr. Spencer has not been a vital factor. He attends local, state, and National Associations of Education, and the city schools always benefit therefrom.

Harry P. Vories, a native of Kentucky, educated in Kentucky and Virginia, an able lawyer, came to Colorado for his health forty years ago. He rescued health immediately, and entered upon a lucrative law practice, and has been one of the high creative forces, religiously, fraternally, and civically, from the first.

Education has always been his major interest and responsibility.

A prominent citizen of District Number One, Pueblo, gave me this characterization of Mr. Vories:—

"His sound judgment and his clear insight into the legal aspect of school problems have many times prevented costly mistakes. His has been the steadying hand that has enabled the board of education to maintain unbroken a continuous course of progress with never a hint of reaction. He always stands for the best in education even though it costs more, his favorite expression being: 'They may swear at us now, but they will bless us in the future, if we use a little more of their money to build something that will endure.' His affable disposition and his never failing sense of humor make board meetings delightful. Many a time when the situation has been tense has he cleared the atmosphere for calm deliberation by a story of which he has an inexhaustible supply to fit every conceivable occasion."

The Dreams of Youth

By ALFRED OSMOND

Brigham Young University, Provo, Utah

Youth builds ten thousand castles in the air
And guilds their turrets with enameled gold.
He fashions forms with true artistic care
And then perfects them in a model mould.

He dreams of love as one who fondly dreams
Of home when he is ill in foreign lands.
On banks of flowers, by clear enchanted streams,
He presses luscious lips and glowing hands.

While fancy waves her wild and wanton wings,
For him the eagle's pinions are but slow.
He spurns the earth and all unlovely things
And soars above the crags of ice and snow.

Where are the heights his fancy cannot scale?
Where are the worlds her wings cannot explore?
Where are the gods who tell him he will fail?
Where are the storms that say he shall not soar?

Where are the wrongs that he cannot redress?
Where are the ills his magic cannot cure?
Where are the lands his precepts will not bless?
Where are the fates whose horrors will endure?

He thinks not of his dreams as things unreal,
For he can kiss their lips and clasp their hands,
While faith and fearlessness apply their seal,
And vision sees and thrills and understands.

The happy birds will never cease to sing;
The fragrant flowers will never cease to bloom,
And faith will fly with an unweary wing
Above the silent chambers of the tomb.

And youth will dream forever and a day,
And build his vision's castles in the air;
But when in midnight gloom they melt away,
God save him from the darkness of despair.

Belding's Page

The Common School

ADMITTEDLY the line between elementary and secondary schooling has become rather vague. What with the older type of four-year high schools, the three-year senior and three-year junior high schools, the six-year high schools, and other variations, the boundary has surely become blurred. And what of it? Nothing at all, if we accept the view of Dean William F. Russell of Teachers College, who declares the trend is toward a twelve-year program of schooling for virtually all American youths. The institution may be housed in different buildings. But it will bear one name—that of "common school." For instead of an elementary education for all, the time is at hand when all will receive both elementary and secondary instruction. There are new implications for the grades called secondary, in the fact that so large a percentage of boys and girls now attend these grades. The high schools have been readapting themselves, some rapidly and radically, others slowly and almost imperceptibly, to the fresh demands of a public that wants all children to have high school privileges.

The schools that hold to narrow curricula and traditions of social caste and intellectual snobbery, leaving no way open but that of inglorious exit for pupils who cannot fit into the prescribed mould, must somehow be given a better understanding of their function in this modern world.

These words of Dean Russell picture the altered view of the common school system:—

"We used to think of the elementary school as one concept, and the secondary school as another. From now on we must consider both together—just as we formerly considered the elementary school alone—the common training ground for all Americans. Into this twelve-year school will go all the children of all Americans. Forth from it will come young men and women into every walk of life, to play their parts in every phase of our society. We must hold in mind not only clergymen, lawyers, physicians, and business men, but also farm laborers, industrial workers, housewives, nurses, shop girls, chain store employees, and street car conductors. All will be products of this common school."

Dignity Versus Mutual Trust

CHILDREN no longer stand in quite the awe of policemen that was felt by children of an earlier generation. The policeman has become more of a helper than he once was. His duties at traffic crossings in front of schools have produced a different feeling toward him on the part of children. He gets acquainted with them; jokes with them; often carries little toddlers across on his shoulders; and in general is a proven friend.

Now if the policeman has ceased to be an object of terror, and still is able to enforce orderly behavior when the occasion requires, cannot more of the teachers afford to lose a bit of dignity without detriment to their relations with the boys and girls? Would discipline go utterly to pieces if Miss X— were to relax her severity a little?

Of course it would not. Many a Miss X— has learned this by experience.

Making outside contacts with children is one very effective way of establishing a better understanding and more cordial relations.

A certain little girl who fell ill was made happy by cards and flowers and puzzles sent by teachers and other friends. When the time came to write her thank-you letters, she was very nervous lest she make mistakes in spelling or in grammar. The notes she wrote to teachers were much harder to write than those she wrote to others.

One teacher, fully realizing this, was careful to say in a letter to the child: "I just never, never notice spelling or punctuation except on papers handed in as school work."

Imagine how much easier it was from then on for that little girl to write notes to that teacher!

Can She Make 'em Work?

THE teacher who can succeed in getting her pupils to work harder than they will work for other teachers, possesses a power which should be used with restraint. It sometimes happens that pupils toil longer than is good for their health, to accomplish the tasks assigned by one of these firm taskmistresses. The teacher herself may be quite unaware that this is the case. Pupils do not like to complain. She expects so much and is in the habit of getting it. Why should they be the ones to weaken?

The matter of time-grabbing by certain members of a faculty is worthy of serious attention. Things can be thrown out of balance badly by failure to adjust the division of study and the length of respective home lessons.

Auson W. Belding

Associate Editor.

Philadelphia's Demonstration School

By ARMAND J. GERSON

Associate Superintendent

A much visited school is this! Not only do local teachers drop in to observe the plans that are here operated, but out-of-town teachers likewise call to obtain pointers. The aims and scope of the Logan Demonstration School are interestingly set forth in this article.

THE PHILADELPHIA DEMONSTRATION SCHOOL

THE Logan Demonstration School, established in Philadelphia in 1924, has proved a most important instrument for the improvement of teaching in the elementary schools of Philadelphia. The school is made up of twenty-seven regular classes from grades 1 to 6, two kindergartens, one restoration class, an industrial arts shop, and a home economics room. In addition, the building contains lunch rooms, a gymnasium, and an auditorium used daily for assembly purposes.

GENERAL PURPOSE

The Philadelphia Demonstration School is administered directly by the Department of Superintendence who use it as one of their chief means of interpreting to the teachers of the city the local courses of study and approved methods of teaching. In addition, modifications of the curriculum and newer forms of teaching procedure are exemplified in the Demonstration School in advance of their promulgation, so that the teachers in the elementary schools of the city may have the opportunity to see in practical operation methods and plans which they will later be expected to put into effect.

PLAN OF VISITS

Teachers in the elementary schools of Philadelphia are permitted to visit the Demonstration School for one full day each semester. Substitute teachers are provided to take charge of the classes of teachers absent on these visits. The visitor makes application in advance, so that the observations may be properly scheduled, and has opportunity to indicate on her application card any special interest or any particular need of which she may be conscious. Principals and district superintendents also have the opportunity to indicate to the Demonstration School the specific kind of help from which the visiting teacher would receive a maximum of benefit.

Visiting teachers report to the school in time to attend the opening exercises in the auditorium (a special feature of this school, of particular interest to assembly leaders) and to receive from the demonstration teacher they will visit a few definite introductory statements with reference to the work of the day. At the end of the afternoon session the visitors have an opportunity for conference with the demonstration teacher. At this time questions which may have arisen during the day or which the visiting teacher may have had in mind before coming to the school may be fully discussed. These "round table" conferences constitute one of the most important contributions made by the school.

PRACTICAL ASSISTANCE OFFERED

Since the visiting teacher stays throughout the day she has the advantage of observing not merely carefully prepared demonstration lessons but the handling of a large variety of concrete classroom situations, including such matters as the transition from one lesson to another, the handling of special problem cases, practical devices for the distribution and use of material and equipment, and the like. This practical aspect of the visit has helped to make the school popular with the teaching body as a whole. Each teacher has the opportunity to see instruction given under conditions similar to those of her own classroom. Classes are of normal size; the material is that furnished to schools throughout the city; and the course of study is that authorized for the city as a whole.

Special care is taken, however, to prevent the school from becoming a mere clearing house for the dissemination of teaching devices and practical ideas in class management. In fact, from its inception the school has been charged with the responsibility of keeping visiting teachers in touch with current educational thought. Mimeographed leaflets containing summaries of present-day discussions and quotations from leaders of educational thought are distributed to the visitors regularly and constitute an important element in the after-school conferences.

In this connection it is important to mention that the Demonstration School tries to make clear to all its visitors that it does not presume to give final answers to open questions nor to set up patterns to be followed. It is a school in which the teachers offer suggestions to others in a "give and take" spirit, a fact clearly evidenced by the tendency of many of the "round table" conferences to develop into free discussions in which demonstration and visiting teachers debate educational problems on absolutely equal terms.

RELATION TO ADMINISTRATIVE SYSTEM

As has already been mentioned, the Philadelphia Demonstration School is administered by the Department of Superintendence, coming under the direct supervision of the associate superintendent who is in general charge of teacher training for the city. This administrative arrangement provides for the proper co-ordination of the teacher training conducted in the Philadelphia Normal School and the training in service of which the Demonstration School is a vital part.

District superintendents and principals are brought into constant relation with the school. Principals, with the approval of their district superintendents, make very frequent visits. This is a vital element in the effectiveness of the plan, as by this means maximum significance is given to the suggestions that the visiting teacher brings back to her own school. In many of the elementary schools the reports of the returning visitors constitute an important element in the professional program for the year.

THE KINDERGARTEN SITUATION

During the last school year the director of kindergarten education in Philadelphia has made particular use of the Demonstration School as a basis for organizing her supervisory program. Groups of kindergartners, in company with a kindergarten supervisor, have been assigned to spend a session as visitors to the school. In addition to conferences with the demonstration teacher, the director of kindergartens herself has devoted the afternoons of these visiting days to detailed conference with the visiting group. Valuable conclusions have been reached in these discussions. The plan has allowed for follow-up programs by the supervisors in the course of their routine visits to the kindergartens of the city schools. This utilization of the Demonstration School has been so effective that it is highly probable that a similar type of supervisory procedure will be established in other special divisions.

EXTENT OF THE SERVICE

In the six years of its existence the use made of the Demonstration School has shown a steady increase in the number of applications for visits. During the school year 1929-30, 6,575 school days were spent in visits of Philadelphia teachers. In addition there were 385 visits by educators from outside Philadelphia. This number of visitors has taxed the capacity of the schools so that in some instances it has been necessary to make selection among the applicants. When this has been done preference has invariably been given to teachers new to the service or new to their particular grades.

PERSONNEL

From the beginning, special care has been exercised to secure for the Philadelphia Demonstration School the best available teachers. The Board of Education has recognized the importance of this work by providing in its salary schedule a differential of $650 a year, the maximum salary for teachers in this school being $3,050 as compared with $2,400 in the regular elementary schools. The equivalent of two years of post-normal school training is required of candidates to these positions, as well as two years of successful teaching experience. Candidates for this work are required to pass a qualifying examination, both written and oral, one important element in which is a demonstration of classroom teaching. During the last two years there has been organized in connection with our Philadelphia Normal School a special intensive course for prospective demonstration teachers. This course is conducted on Saturday mornings by the principal of the Normal School, includes a large amount of organized observation work, and is open only to those candidates who meet the requirements above described and whose work is rated by their district superintendent as "excellent." By these means it has been possible to secure for the Demonstration School a group of teachers of outstanding efficiency. In addition, it should be mentioned that all assignments to this type of work are for a probationary year. The principal of the school is also on special salary and has been selected with due regard to the significance and importance of the position.

DEMONSTRATION VERSUS EXPERIMENT

The Philadelphia Demonstration School is not an experimental school. The procedure conducted in this institution represents the operation of the public school curriculum and the exemplification of approved teaching methods by experienced teachers. There is much variety in the atmosphere and details of procedure followed in the classrooms of this school and such differences are encouraged. The last thing desired in a school of this character is stereotyped work. Experimentation, on the other hand, has a different purpose, and should be conducted scientifically in schools selected for specific experimental purposes under the direction of the division of research. In a large city system there is a place for both experiment and demonstration, and the present opinion of those responsible for the improvement of teaching in the Philadelphia public schools is that there is a definite value in the separation of these functions. So long as teaching personality is respected, and the course of study is broad enough to allow for individual methods of instruction, and so long as the demonstration teachers feel the responsibility of keeping abreast of approved educational doctrine, there will be full justification in a city school system for a school whose function is specifically that of demonstration.

School Health in Cattaraugus County

By BERTRAND BROWN
New York City

WHAT promises to be one of the most noteworthy contributions of the Cattaraugus County Health Demonstration, which is now in its seventh and final year, is in the field of school health. In a typical rural area of 1,350 square miles, where unimproved roads and old-fashioned one-room rural schools predominate, the demonstration has successfully organized and put into effective operation the first county-wide rural school health program that has been established in New York State. Physical examinations, school nursing service and special health services, such as dental and eye, regular teachers' classroom inspections, nurses' inspections and general publicity, are all very important aspects of this county-wide school health service.

The Cattaraugus County Health Demonstration, it may be recalled, was set up by the local County Board of Health with the aid of appropriations from the county, from the state of New York, and from the Milbank Memorial Fund. The objective of the demonstration has been the development of a correlated and efficient county health service in Cattaraugus County, which would adequately serve local needs and, beyond this, which would serve as demonstration in rural public health administration. Through bulletins, monographs, and technical reports on various aspects of its activities, the experiences and the results of the demonstration program are being made available to all interested public health officials and agencies.

So far as school health services were concerned, the obstacles to be faced in the organization of an adequate demonstration program were the vast distances between schools, the wide scattering of children, the unimproved country roads, the number of independent school districts, and the variation in the needs of the different schools and of the different types of schools. There are 293 public schools in Cattaraugus County, including 266 rural schools of which 228 are one-room schools. The total school registration during the 1928-1929 school year was 14,397.

Public education in Cattaraugus County, as in other counties in New York State, is administered by Boards of Education in the cities and by trustees in the school districts outside of the cities. There are 269 independent school districts, with 370 school trustees. These independent school districts are grouped into five rural supervisory districts, each having a district superintendent.

As a first step toward the establishment of a unified county-wide school health program an unofficial county school health supervisor was appointed. At a meeting of the five supervisory school district superintendents a voluntary organization was effected for the purpose of obtaining an adequate medical examination of every child in the county. Later a law was passed by the New York State Legislature which in effect gave official standing to this organization. When a few months later the two urban free school districts in the county voluntarily joined the organization, the first official county-wide school hygiene district had been created. The unofficial county supervisor of school health was made official director of the new organization. The five supervisory school districts became the units for the administration of the school health services for the rural districts and the City Boards of Education became the administrative units for the towns of Olean and Salamanca.

In general, the aims of the Cattaraugus County school health program have been to discover physical defects in the school children, and, to the greatest practicable extent, to secure their correction. This program is being supplemented with measures which will, so far as possible, prevent the future occurrence of disease and physical defect, and promote healthy living.

In carrying out this program the following services have been inaugurated:—

1. Medical service for regular physical examinations.
2. Nursing service for the schools.
3. A limited service in dental hygiene and nutrition work.
4. Special services from time to time directed either toward the prevention of certain communicable diseases, or toward the correction of special defects.
5. A program in health education.

During the first year of the demonstration service a part-time medical director and a full-time county school nurse were employed as county supervisors for the medical and nursing services. Each of the school districts appointed and paid its own medical examiner. The Olean and Salamanca Boards of Education each employed a part-time medical inspector, a full-time school nurse, and a part-time clerk. Two villages in the county each employed a community nurse who devoted part of her time to school health service. In the country districts the nursing staff of the County Department of Health assumed the school nursing. Two dental hygienists were employed, one of whom serves a district containing sixty-three rural schools. The services of a nutrition-

ist, a sanitary engineer and other staff members of the County Boards of Health, also participated from time to time in developing the school health services.

The Cattaraugus County school health program was launched with what was perhaps the most extensive survey of the physical conditions of a rural school population which has ever been undertaken in the United States. Fifty-seven local physicians were engaged in this first rural school medical examination project. Examinations began in September, 1923, simultaneously in the city and rural schools. By the end of January, 1924, the pupils in 258 of the rural schools had been examined.

At present annual physical examinations are made of practically all children in all of the schools, with the exception of Olean, where in 1929 the children in the kindergarten and in the first, third, and fourth grades and in the high school were examined. Weighing and measuring is done by the teachers, and nurses conduct the examinations of vision and hearing. In certain schools parents are invited to be present at the examinations. In 1929, in addition to the physical examinations, some 15,500 inspections were made of children during the year.

An excellent service is rendered in the discovery of various types of defects, and a fairly large proportion of the dental defects discovered are corrected during the year. Follow-up work is done through nurses' visits to schools and to the homes. Frequently the nurses make arrangements for the corrective treatment. In many instances the ratio of defects corrected to school population reaches or exceeds appraisal form standards of the American Public Health Association.

In accordance with the plan originally inaugurated the nursing staff of the County Health Department continues to serve the rural schools, and the Olean and Salamanca Boards of Education provide school nursing services for their cities, and community nurses of two villages, provided by voluntary support, serve the schools in these villages. In 1929 in the entire county a total of 3,762 home visits were made in behalf of school children. The county nurses gave 652 talks in the rural schools on correction of defects, health habits, home hygiene, child care and first aid. At least once a year a public health nurse inspects all public school buildings for hygienic conditions.

In the year 1928-1929 there were fifty-six training classes held for teachers in the county attached to schools providing all grades and high schools. In these teacher-training classes health instruction was given to student teachers by the supervisor of school nursing and by other qualified persons.

By authority of the official county-wide school hygiene district, health education has been given a definite place in the school curriculum. Although there is no supervisor of health instruction in the county, even in the most remote one-room rural schools teachers are teaching health along with the prescribed lessons in geography, arithmetic and spelling. In most schools forty minutes per week in all grades above the third are devoted to definite health instruction based upon a standard textbook. In a number of schools essays are written on health topics. In 1929 the County Tuberculosis and Public Health Association conducted a successful poster contest to stimulate interest in public and personal hygiene. There is systematic instruction in physical education in the city and village schools and in some of the rural schools. Supervised outdoor play periods are well developed in many schools. The city of Olean has the only recreational and playground program in the county under centralized direction.

In 1929 the activities of the Cattaraugus County School Health Service scored 82 per cent. according to the rural appraisal form standard advocated by the American Public Health Association. The activities upon which the scoring was based included physical examination and corrective work, nursing service, sanitation, health instruction and recreation. In view of the unusual problems of the rural areas in Cattaraugus County the school health program which is in operation there and the results which have been achieved there have been judged very creditable by impartial observers.

The following tables indicate some of the accomplishments of the rural school program in relation to the discovery and correction of defects in rural schools in 1928-1929, and in the inauguration of specific health measures during the years 1925-1929.

MEDICAL INSPECTIONS

Discovery and Correction of Defects*

RURAL SCHOOLS 1928-1929

Number of Medical Inspections		8,496
Type of Defect	Number of Defects	
	Found	Corrected
Teeth	4,443	1,571
Eyes	1,816	444
Hearing	181	18
Nose	811	49
Tonsils	3,426	272
Heart	395	3
Lungs	111	1
Skin	303	16
Glandular	2,209	12
Orthopedic	120	8
Thyroid	984	78
Speech	126	5
Weight	1,872	558
Anemia	212	0
Nervous system	105	4
Total	17,114	3,039

* As published in the 1929 Cattaraugus County annual report.

HEALTH WORK IN CATTARAUGUS COUNTY RURAL SCHOOLS*

1925-1929

	1925-26	1926-27	1927-28	1928-29
Number of schools	269	269	268	266
Number of one-room schools	234	234	232	228
HEALTH MEASURES				
Schools having daily inspection	179	199	241	227
Schools having daily health instruction	96	193	211	181
Schools serving hot lunch	18	127	136	104
Schools weighing pupils more than once a year	78	128	117	107
Schools having thermometers in all rooms	87	174	174	173
Schools having individual towels	126	170	187	209
Schools using individual cups	204	244	253	252
Schools with sanitary improvements this year		72	70	83

* As published in the 1929 Cattaraugus County annual report.

Community Life in Whitmell

By MRS. F. C. BEVERLEY

Whitmell Farm Life School, Whitmell, Virginia

FOR many years cities have been directing their attention to planning, but the countryside has grown up in haphazard fashion; consequently centres of beauty are rarely found. [Men established in various planning professions, architects, landscape architects, and engineers especially, should be depended upon for every possible service which they can give. Every public-spirited person interested in these enterprises should endeavor to direct the work of country planning into these professional channels.]

For many years it will perhaps fall upon the consolidated scheme to lead in community planning. The school should be very careful to secure the services of a competent landscape architect. Expert advice is necessary in any effective planning.

Whitmell Farm Life School was fortunate in securing an excellent architect at a nominal price. A glance at the cut will show that Whitmell has a long time development program.

A survey was made in 1924 to learn the weakest spots in our community life. The findings gave conclusive proof that the church needed the concentrated efforts of the people. A friend in New York City learned of this study, and, as a result, he has presented to the community a magnificent brick church. It is equipped with modern Sunday School rooms, pipe organ, and pianos for the various assembly rooms. Great care was taken in selecting the pictures. A beautiful mural, "Christ in the Home of Mary and Martha," adorns the auditorium.

A future development that the community will work for will be a library, facing the church. Plans are now under way for a modern school building. The two buildings now in use are entirely inadequate to meet the needs of a student body of five hundred.

Commencement of this year marked the opening of a memorial park to the Pittsylvania boys killed in the World War. This is an eight-acre park facing the school buildings with a natural open-air theatre at one end. There are three entrances to the park from the athletic field, and they are marked by archways with bronze name plates. Through the efforts of the faculty funds have been raised to put the park in grass. Shrubs have been planted to the memory of the fifty Pittsylvania boys killed in the World War. The primary children of Whitmell school raised funds to erect a tall flag pole in the centre of the park and Congressman Joseph Whitehead presented a flag. Plans have been drawn up, and one objective for session 1930-31 will be the erection of a rustic house in the park. It is the school's desire that this park may be used as a recreational centre. Since the Danville Power Company has extended its electric line to Whitmell we hope to have the park attractively lighted. Whitmell Alumni Association will be interested in furnishing wholesome amusement for the young people.

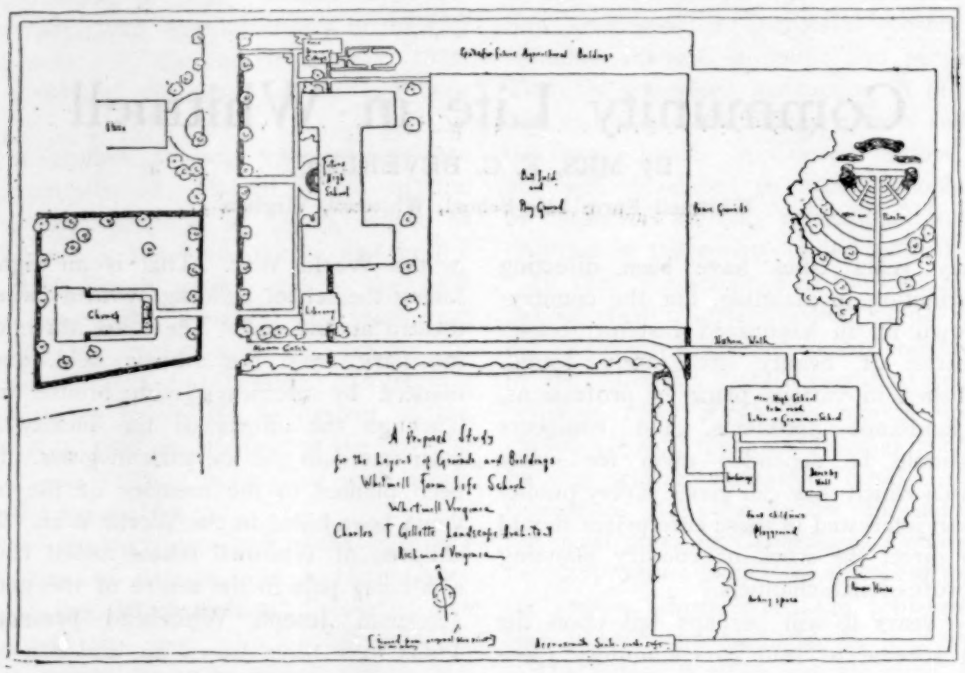
The open-air theatre has served as a valuable asset to community life on many occasions. Several years ago the history of the county was presented in pageantry by the children of Whitmell Farm Life School. The audience of five thousand people sat on the hillside while the children in the vale below depicted in "The Spirit of Pittsylvania" the happenings of the county since it was a home for the red man.

On the edge of the park opposite the theatre are flower gardens planted by each class in school. Students are encouraged to correspond with people in foreign lands in order that their vision may be broadened and they may be imbued with the spirit of tolerance. As a result of the correspondence shrubs from foreign countries are planted. It is hoped that these shrubs will ever be reminders that we are neighbors to the world, and that we are never fully rounded Americans until we realize our obligations as world citizens.

Class of 1929 planted "A Shakespeare Garden." For twelve years Miss Marian Calloway of Stratford, England, a descendant of Anne Hathaway, has been corresponding with pupils of Whitmell School. She has greatly increased the appreciation of Shakespeare's works. The plants for the garden were sent by her, some of them came from Shakespeare's grave.

The class of 1930 planted "A South American Garden." The Peruvian plants were sent across the Andes by airplane. The occasion of the garden planting was made of greater interest by the presence of Mrs. G. M. Ker, Iquitos, Peru.

Leading to the memorial park is the historic driveway. The alumni have planted on opposite sides of the driveway two oaks for each graduating class since its organization as an accredited school in 1918. These trees are named at commencement. One is named in gratitude to a person or family; the other tree marks an outstanding accomplishment of the class. Recently a tree was named for the Byrd family, and Governor Harry Flood Byrd was present at the tree service. The agricultural boys have recently made cement blocks to mark each tree. Bronze markers will eventually be placed on the trees. As one walks down this driveway the history of the school may be read from the inscriptions on the cement blocks. The entrance to the driveway was beautified this year by the erection of Alumni Gates.



Whitmell Farm Life School feels that it is very essential for each institution to build up its own traditions according to community needs, and to tie the student body to their alma mater by these visible evidences of progress.

Thoughts for Christmas

By REGINALD STEVENS KIMBALL

Superintendent, Brookfield, Massachusetts

Christmas bells ring out
In this world of doubt
The old, reassuring strain,
Urging peace on earth
And a time of mirth,
Relief from perplexing pain.

In this season, then,
Of good will to men,
Let misunderstandings cease.
Those in need befriend;
All your efforts bend
To make human ills decrease.

In your narrow sphere
Let your smile or cheer
Greet well every one you meet:
Do not think it vain
In your humble plane
To make others' joys complete.

Let the Christmas chime
Usher in a time
Of joy and of true good will;
"Merry Christmas" say
In a tone that's gay,
All hearts with good cheer to fill.

They Say

PROFESSOR WILLIAM LYON PHELPS:—

"Civilization is nothing but a conquering of human instincts."

PROFESSOR REX B. HERSEY:—

"Worry is of all emotions the most inimical to efficiency."

DR. W. E. BLATZ:—

"If persistence can be built up in a child, on top of knowledge and judgment, one need have little worry about his future."

JAMES J. WALKER:—

"There never was a human machine brought into the world durable enough to get along without the lubrication of a laugh."

PAUL HENRY NYSTROM:—

"Men's mass taste changes much more slowly than women's, but it changes nevertheless; our sons will be wearing heavy beards."

HERBERT HOOVER:—

"There are lots of people who committed crimes during the year who would not have done so if they had been fishing."

HENRY L. MENCKEN:—

"Belief is faith in something that is known; faith is belief in something that is not known."

HENRY FORD:—

"No lamp posts have been provided for weak or overestimated businesses to cling to, and so they are apt to cling to one another. The embrace is called a merger."

THE KODAK MAGAZINE:—

"Man is like a tack—useful if he has a good head and is pointed in the right direction—but even though he is driven he can only go as far as his head will let him."

J. W. KIRKPATRICK:—

"Some special form of insanity is essential to the enjoyment of life in a large city."

DR. CHARLES MAYO:—

"Man as analyzed in our laboratories is worth about ninety-eight cents—seven bars of soap, lime enough to whitewash a chicken-coop, phosphorus enough to cover the heads of a thousand matches. It is brain that counts, but . . . you must keep your body fit and well."

HENRY SUZZALLO:—

"The public school is consecrated to the most fundamental principles of American life. We the educators of this country cannot work in these temples without being consecrated too. But it means more than service to children, it means an obligation to keep our schools free from all the interferences which would hamper the pursuit of great ends. This can only be done by reawakening that public opinion which once created our school system and must again sustain it, to the end that the integrity of public schools may be maintained and their work kept free from the interferences of the arrogant whom the accidents of politics have brought to transient power, of the demagogue who has temporarily seized the public mind, of the selfish who would sell the children into the half slavery of a poor education, and of the ignorant who know not truth or wisdom and yet assert it."

ARTHUR DEAN:—

"If progress had to depend upon the old folks the world would not move very fast. If progress rested only on the shoulders of youth it would be ditched by careless driving."

Delicious Acid Drinks

• • • prepared without lemons

Horsford's Acid Phosphate is a real body-building substitute for lemon or lime juice in the preparation of refreshing acid drinks. It is very convenient to have at hand and a most wholesome addition to any flavor fruit syrup. Two tablespoonfuls of Horsford's will serve in place of the juice of one and one half lemons.

Horsford's Acid Phosphate

D-51-4

AT ALL DRUGGISTS

Personal and Professional

MISS MARTHA VAN RENSSELAER, Cornell University, swept the vast audience at the Welfare Conference by saying: "The next problem is turning accumulated facts from precept into practice. . . . A woman may have completed a college course, may be able to speak two or more languages, and yet not know how to bathe her first baby. From now on the great adventure is marching forward armed with new knowledge and inspiration of this great army of adults."

MISS BESSIE GOODYKOONTZ, assistant United States Commissioner of Education, had her first adequate opportunity to broadcast her message and spirit at the Welfare Conference. She has an impressive personality, is attractively practical in presenting the problem of the classroom teacher. Her great message magnifies the importance of having children and youths realize the significance of getting a proportionate result for the money and time expended in getting an education. She says:—

"Pick out the avenues of approach that sell a subject, and make units of instruction more effective. Let the students take a part in planning their work instead of doing all the mapping out for them; use more originality in teaching and study the behaviorism of your students."

MILO H. STUART, for nineteen years principal of the famous Arsenal Technical High of Indianapolis, has been appointed assistant to Superintendent Paul Stetson, and will have direct charge of grades seven to twelve. He will be succeeded by De Witt S. Morgan, vice-principal since 1921. Both appointments have high significance.

FRED G. SHEPARD has the distinction of being superintendent of Passaic, New Jersey (1914 to 1930) as long as the combined service of Dr. Frank G. Spaulding (1898-1905), Dr. O. I. Woodley (1905-1910), and Dr. U. S. Wheeler (1910-1914). There are few cities that have had four men of as distinguished careers as the superintendents of Passaic. The last sixteen years have seen more strain and stress in school administration in New Jersey than the previous sixteen years, and Passaic has kept the pace and poise admirably.

WALTER DILL SCOTT has been president of Northwestern University for ten years, and they have been the most notable years of its eighty years.

RICHARD ALLEN FOSTER, department of English, Ohio University, Athens, is rendering the profession an important service and broadcasting the spirit of his university by writing a book that has the genius of the new day and the sanity that gives poise to modern education.

FLORA J. COOKE, principal of the Francis W. Parker School, Chicago, continues to vitalize the famous message and mission of the most heroic creative modern education from 1875 to 1895.

The bulletin of the National Council of Primary Education delightfully says: "She is the brown wren of the educational world—so simple, so unassuming that her power is as astonishing as is the rush of melody that fills the woodland from the throat of that singer."

JAMES H. RISLEY, superintendent of Pueblo, Colorado, District Number One, has had unprecedented experience in having the advice and official counsel of two members of the city school board who have served with the preceding superintendents of national prominence.

LUCIE HAMMOND SCHACHT, secretary, The Teachers Union of Chicago, Office 523-533, Congress Bank Building, 506 South Wabash avenue, Chicago, has notable and noble achievement to her credit. Perhaps no one person contributes more to the eminent success of Superintendent William J. Bogan's crusade for securing aggressive community support for sanely progressive education than Mrs. Schacht.

G. E. DILLE, superintendent, Chillicothe, Missouri, whose "Uplift" was on page 417 of the Journal of Education, November 24, is keeping the schools of his city at the high pace of progress they have had for more than a third of a century. Chillicothe was one of the first cities in Missouri to attract attention. I was impressed with the spirit of these schools in 1896. Mr. Dille's "Uplift" is one of the most satisfactory professional poems we have used.

G. F. LOOMIS, superintendent, Kenosha, third largest city in Wisconsin, has helped the city to create public school leadership in the promotion of character education of national significance.

Who Is a Liar?

By ARTHUR DEAN

To stand up and tell the truth requires either courage, defiance, nerve, or a knowledge that one will not be punished for acknowledging his wrong doing.

A bad boy will sometimes tell the truth not because he loves truth or possesses real stamina, but rather for the reason that he is defiant of all authority.

A very well trained child will tell the truth — or approximate to it — because he has brains backed by courage.

Unfortunately many children are led into lying just because they have been punished too many times for telling the truth.

"Johnny, did you break that glass?" asks mother. The reply comes back quickly, "No, mamma, no."

The boy broke the glass, he knows he did and the mother knew it before she asked the question.

The child says to himself: "If I lie I don't get punished. What's the use of walking into punishment when by a word or two I get out of it?"

When I taught school I became desperately sore when a pupil lied and tremendously pleased when he told the truth.

"Did your ball break the pane of glass at recess time, John?" I would ask.

"Oh, no, Mr. Dean, it did not. I did not even know a glass was broken."

Yes — the boy "lied." He was judging me by his home standards. I knew perfectly well that boys do not break glass deliberately when playing ball. They may be careless and thoughtless in ball playing. The misguided chap should have known that he would not have been punished for an accident. But no! **He thought he had to lie.**

Then there is the school "lie." The lie to please teacher. The lie which tells teacher what the pupil thinks the teacher wants to be told.

Too often pupils get higher marks by judicious lying of the right (?) kind.

When in high school a teacher once asked me, "Which character in 'Julius Caesar' do you like the best?" I should have said, "Mark Anthony." That was the traditional answer. But I said, "Cassius" and got zero for my pains.

I suspect I liked Cassius because of his "lean and hungry look" and the description fitted neatly a boy who was six feet one and leaner and hungrier than any Cassius.

When teacher and parents want truth, work to get truth, reward for truth, forget low marks when they get truth, and stop punishing for truth telling, this old world will be a HEAVEN FOR CHILDHOOD.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

EDITOR'S NOTE:

This week we substitute for the usual Character Chats five specimen lessons from Mr. Egan's Monthly Service for Character Training. (See editorial in this issue.)

Fair Play

The High Road to Popularity

Purpose of this month's work: To arouse in the child an appreciation of the meaning of Power, and produce in him a desire to use power in a just and useful way.

FIRST WEEK — PHYSICAL PLANE

The Proper Use of Strength

Fundamental motif for this week's work: Man is a hunter. Winning is important and necessary for his bodily welfare, but HOW he wins is most important for happiness in living.

Note to teacher: The following suggestive material is designed to afford a basis for lively instruction during the entire week. Just how much or how little or in what order each day's presentation is made is left to the teacher's discretion.

The stories are specially prepared to supplement this material, and teachers will find it profitable to study them in advance so as to be able to bring into the preliminary work a closer correlation.

SUGGESTIONS FOR DAILY PRELIMINARY INSTRUCTION

How do animals win in the game of life? Let us examine several different kinds. The horse,—eats grass, etc. Escapes from an enemy by speed in running away. Would the horse be called an attacking animal? Name other animals that are not the attacking kind. Deer, rabbits, sheep, etc. On what do nearly all these animals feed? Grass, leaves, etc. Do they fight to protect themselves and young? Yes. When domesticated, who protects them?

Name an animal that attacks and wins. Lion, fox, wolf, tiger, etc. On what do these animals feed? Raw flesh. Discuss different methods of attack. Cat lies in wait; wolf hunts in packs; tiger stalks silently; lion leaps out of ambush. All depend on cunning to outwit their prey.

Where does man fit in this scheme? He has most of the qualities of the animals, plus many others that make him the most dangerous hunter in the world.

Name some of the characteristics of a human hunter.

In the Physical Plane:

He can run down a horse.

He can outclimb a bear.

In the Intellectual Plane:

He can outwit a fox.

He can outstalk a tiger and kill him while he sleeps.

He is more cunning than a weazel, and he arms himself with tools, guns, etc., that enable him to kill at a distance.

Does modern man make his living hunting animals? What does he hunt? Food, shelter, clothes, etc., through results of work, money, position, influence, health, happiness, etc.

Can he, in all his hunting, in business, search for education, struggle for social position, power, etc., be a good sport and exercise mercy and fair play while he is hunting?

—

CASE SITUATION STORIES RELATED TO THE FOREGOING

Story One

Jeff Runs Down a Deer

Jeff pulled his fur cap down over his ears. "All right, Mr. Babette, that's a bet. If I bring in a deer by Wednesday night, you are to pay me fifty dollars."

"Exactly," said Mr. Babette. "Now these are the conditions: You are to take no gun or other weapon except your hunting knife. You are to use only your two legs and snowshoes."

Jeff extended his hand and shook that of the city man's cordially. "You can count on me to live up to those terms," he said.

"Fine boy," exclaimed the innkeeper, as Jeff strode out. "You are pretty apt to lose, Mr. Babette. You city fellows don't know how hardy and determined these boys of the Maine woods are."

Jeff picked up the trail of a deer within three miles of the inn. There had been a heavy snow, and the sharp hooves of the little animal had cut through the light crust at every step. Jeff smiled. "Get him by sundown," he said to himself; but sundown came, with the deer still unsighted. Night set in, so cold and still that the creaking of pine limbs far overhead sounded like wagon wheels on a rough road. Jeff burrowed into a drift that had formed over a fallen tree. By pressing outward with his mittened hand he soon made a room in which he could lie down most comfortably. Over the entrance he threw his heavy fur coat. He knew that in the cozy room of snow he would not need it.

When morning came he rose early and once more took up the trail. Hour after hour he plodded on, the signs growing fresher and fresher until, at the second sundown, they led into a heavy thicket. Cautiously Jeff peered in. Almost within reach of his hand stood a beautiful half-grown buck.

The hunted creature's eyes, wide with terror, studied the boy's face.

"Bogged down in the snow," grinned Jeff. "Hard going in these deep drifts for little sharp hooves," he went on. "Boy! I never saw a deer so fagged out."

As Jeff spoke he strode up and took hold of the deer's ear. The poor creature was too weary to shake off his grasp. Jeff laid his hand on his knife, then he paused. Something in the animal's eyes, as they looked into his, stayed his intent to kill.

The next day, about noon, Jeff strode down the village street. A live deer was draped around his neck, like a woman's fur. The feet of the little animal were tied together, and he did not struggle as Jeff carried him along.

"Well, Mr. Babette," said Jeff, "here's your deer."

"But he's alive!" cried the city man. "You were to *kill* him with your knife."

"Yes," said Jeff, "that's right, I was—but you see, I never got that close to a live deer before. I usually shoot them when they are a hundred yards away. I reckon I'm done hunting deer, Mr. Babette. I'm not even going to kill this one."

"Not kill him?" cried Mr. Babette. "How'm I to eat a piece of his rump if you don't kill him?"

"I don't know," said Jeff, "but I'm turning this deer loose."

"Then the bet is off," said Mr. Babette, angrily.

"The bet," said Jeff, "was to prove my ability to take a deer with no other weapon than a knife. I have proven that. However, if what you say is your idea of sport, it suits me. Good day, Mr. Babette. Good day!"

Discussion: Do you like Jeff? Would you be willing to go into the woods with him? I am sure you would not be in danger of getting lost. He knows how to tell which way is north by the green moss on the pine trees, and he knows what berries are good to eat.

What do you think of the sportmanship of Mr. Babette? Did he play as fair with Jeff as Jeff played fair with the deer? Would you trust Mr. Babette in a business deal?

Write the finish of this story, telling how Jeff fed the deer and then turned him loose. I imagine he carried him far off into the woods where he would be safe from other hunters.

Story Two

Fringed Gentians

Virginia was a little city girl whose father had just bought a nice, new car. The very first day the family went for a ride into the country. Virginia was so happy that she bounced up and down on the front seat beside her father. Away sped the car, out of the city streets into the sunshine and fresh air of the country—miles from home.

At lunch time Virginia's father stopped in a shady pine grove, and all piled out to enjoy the hot coffee and sandwiches which mother had so thoughtfully prepared. While the lunch was being spread Virginia and Tom ran off into the underbrush to search for flowers. In a little meadow, through which ran a brook, they came upon some beautiful blue blossoms.

"Oh, how wonderful they are," cried Virginia, clasping her hands.

"Let's pick them all," urged Tom.

"No, no," replied Virginia. "Let's just look at them growing here in this lovely meadow."

"What's this sign for?" asked Tom, as he pointed to a printed placard which had been nailed to a stout post.

"It says," answered Virginia, "that these blue flowers are fringed gentians, and they are very rare, and it asks us not to pick them or pull them up by the roots. It says if we do, soon there won't be any more blue flowers to make the meadows beautiful."

"Oh, don't mind that crazy old sign," cried Tom. "Let's pick these flowers. Think how pretty they'll be back home—you could give bunches to the other girls."

"We mustn't," replied Virginia. "The sign says so. Besides, it wouldn't be fair."

Just at that moment father called loudly. Lunch was ready, and lunch was more interesting to Tom than flowers. Off he dashed to be the first to sample the nut sandwiches.

Discussion: Is this a story that comes true thousands of times each summer? Have you ever seen people pick whole armsful of laurel or dogwood blossoms? Have you seen them throw the blossoms away before reaching home?

Do such people play fair with lovely flowers, and with other people who would like to see what they have seen? Can the auto be made a thing of destruction through thoughtlessness and ignorance?

Virginia's mother was a beautiful, refined woman. Can't you see her with Virginia tugging at her hand, going down to the little meadow to enjoy the fringed gentians? I suspect she said she was proud of a little daughter who loved beauty too much to destroy it.

Does this story convince you that even in hunting flowers a person should be guided by a kind and helpful spirit?

Story Three

Ed and the Sculpin

Sam leaned over the side of his boat as his fish came to the surface. "Hurrah!" he cried, "see what I've caught! Oh, boy! Isn't he a big fellow? About the biggest sculpin I ever took."

Ed had never caught a sculpin before, in fact he had never caught any kind of fish. His young life had been spent at the bottom of a great brick canyon made by the walls of New York sky-scrapers.

"What are you going to do with him, Sam?" he asked.

"Well, he's no good to eat," answered Sam. "Just a pest—always getting hooked like this one—and full of thorns that stick into you if you're not careful. I always kill sculpins when I catch them. Lots of funny things about sculpins. If you tickle their stomachs they swell up like balloons. See! Watch him swell!" Under the rough tickling the sculpin *did* swell up.

"And now," said Sam, "I'll show you something. I'll put a stick in his mouth so he can't close it, and throw him overboard. He can't sink, and he'll look as funny as all get out, thrashing around on the surface."

For a moment Ed laughed with Sam at the struggles of the suffering fish, then he grew serious. "Let's let him go, Sam," he said.

"Go? I guess not," cried Sam. "He'll float out to sea pretty soon, and the gulls will get him."

When Ed landed an hour later something inside of him hurt. "I wish we hadn't pegged that sculpin," he said. "How long will he live?"

"Oh, maybe three or four hours," said Sam. "But don't worry about him. A fish hasn't feelings like a man, you know."

* * * * *

"Who's that out in your boat?" asked Bill Blunt of Sam a few moments later.

"Don't know, unless it's that new city chap," said Sam. "But what in the world is he doing? Look at him! He's overboard! Quick, Bill! Get your oars! Maybe he can't swim."

Discussion: Do you think Sam was really a cruel boy? Do people get used to doing cruel things? I have known people to kick a dog or cat around whenever the animal got in the way, and yet when evening came they would feed it well. I suspect Ed couldn't rest until he tried to free the suffering sculpin from the stick that held its mouth open. It happens Ed was a good swimmer, so no harm resulted from the upsetting of the boat. I wonder if he actually saved the fish, and what Sam said to him when the two reached shore! Do we rather like Ed's desire to play fair even with a useless fish? Do you think the same desire would impel him to save a drowning child?

Did he show a desire to use his power in a fair way?

Did Sam use his power against a helpless fish in such a way as to cause it to suffer? Which do you admire most?

Story Four

Holed In

Zeb was out in his chicken yard while the frost was still glittering on the grass. He worried as he approached the wire pen, where he kept his fancy hens. "Another one!" he cried, bitterly. "The fifth this week! My very best pullets, too!"

Zeb looked ruefully at the blood-stained feathers scattered about. As he looked he became suddenly alert. A queer, scratching noise reached him from the abandoned chicken coop at the other end of the yard.

"Something in there!" he whispered to himself. "Maybe—Oh, boy! Maybe it's the fellow that has been killing off my birds."

Zeb approached the door of the old coop cautiously. He opened it a wee crack. Two red eyes blazed at him through the darkness, then a fine spray whirled into his face, stinging his eyes and making him gasp as he reeled back. An overpowering odor, that made him sick to his stomach, overwhelmed him. At the same instant a small, black animal darted between his legs and scurried off across the pumpkin field.

"A skunk!" cried Zeb, when he had recovered. "Ornery brute! I'll get him if I never do another thing."

As he spoke he darted after the fleeing animal.

A half-hour later Zeb returned. When he had changed his clothes in the barn, and washed his face and

(Continued on page 537.)

The BOOK TABLE

WORKBOOK FOR WORLD HISTORY IN THE MAKING. By Albert E. McKinley and Arthur C. Howland, both of University of Pennsylvania, and Ruth Wanger, Philadelphia High School for Girls. 224 pages (7 by 10 inches). New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

The removable-page workbook is much more than a clever device to promote efficiency in class work from the standpoint of teachers and pupils. It loosens the traditional formality in the presentation of the subject by the author.

"World History in the Making," because of the opportunity it gives for the classification of material, is a different view of World History than would be written for the traditional textbooks.

SCHOOL PRESS MANAGEMENT AND STYLE. With Numerous Classroom Exercises and Problems, Blank Forms, Charts and Diagrams. By Lambert Greenawalt, York, Pennsylvania. Introduction by Frederick H. Law, Stuyvesant High School, New York City. New York: McGraw-Hill Book Company, Inc.

This has the unusual distinction of being the first equally complete treatment of School Press interests and service.

It begins with a presentation of all details, financial and editorial, of Launching a School Publication, and considers carefully and attractively every requirement for Efficient Management. The body of this book of 420 pages is devoted to the Theory and Practice of Scholastic Journalism.

Already nearly 20,000 school periodicals are published by students, and represent a financial interest that it would be unwise to estimate. They also absorb a vast amount of student time, but they are a source of wise energy and activity that cannot be appraised.

The attendant creation of education is a scholastic and professional asset that cannot be conceived.

PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS. By N. P. Neilson and Winifred Van Hagen, both of State Department of Education. Cloth. 365 pages (6 by 9 inches). New York: A. S. Barnes and Company.

Helen Heffernan, of the Rural State Department of California, makes a better statement than we can make, hence we use it in connection with the book prepared by her associates:—

"Accepted educational theory points out that the best road to all around development is participation. Physical education has acquired greater significance since it has come to be regarded as a method of education rather than a program designed for physical development alone. The physical education program is education by means of participation in the large muscle activities. Health is only one of the major objectives of the physical education program. The development of the social qualities of courage, initiative, honesty, co-operation and self-confidence is concomitant. Play is a spiritual as well as a physical and social necessity for children.

"Modern education strives to quicken the creative life of the individual. To many children, release of imagination and of the latent artistic ability comes through rhythmic expression. Although the potential artists discovered may be few all children are led to a cultural appreciation of rhythm and to a form of recreation that may have a therapeutic as well as an aesthetic value."

JUNIOR LITERATURE. NINTH YEAR. By Walter L. Hervey, member of Board of Examiners, New York City. Cloth. 584 pages. New York, Chicago, Boston, Toronto: Longmans, Green and Company.

We know of no one better equipped by taste, talent, and experience to prepare a book on Junior Literature with discriminating counsel than Dr. Walter L. Hervey. We quote sample sentences as characteristic of the spirit of the entire book:—

"In the matter of literature, creative writing and creative reading must go hand in hand. The reader must see the writer's vision, for only thus may he share the writer's passion. Masterpieces do not just happen. Easy writing makes proverbially hard reading. It is one thing for an author to be thrilled by some act, some attitude, some situation, some character. But the task of the artist is only just begun with seeing or imagining something with clarity and passion. To be a responding and appreciative reader is something that does not just happen. There is a high art of reading as well as of writing. And it consists, simply enough, in getting out of the poem, the drama, the story, the essay, and into ourselves, the ideas, pictures, and passion that the author put into it. Emotion and understanding must go together.

"When a poem or a story has been read through as a whole; when the pictures have been visualized, and the meaning has been grasped; when the author's art has produced its proper effect in the reader's enjoyment, there still remains a wide field of study and delight.

"The highest enjoyment of literature is impossible without intelligent and appreciative attention to the 'high art' of the author.

"There is no satisfactory reading that does not respond with mind and heart not only to the *what* but to the *how*; not with a mere formal recognition that 'this is a metaphor,' for example, but with the appropriate quickening of the pulse and heightening of pleasure.

"The term, 'silent reading,' is sometimes misunderstood and misapplied. Suffice it to say here that no poetry was ever written for 'silent reading,' and most literature of any sort is the better appreciated and enjoyed for being read aloud."

MY HEALTH HABITS. Book One, 150 pages. Book Two, 200 pages. Book Three, 338 pages. By Charlotte Townsend Whitcomb, Evelyn Estelle Townsend and Superintendent John H. Beveridge, all of Omaha. With illustrations by Ruth Caroline Eger. Chicago, New York, San Francisco: Published by Rand McNally Company.

Demonstration in home life in Omaha is the measure of achievement in school life. Education in Omaha has as distinct a personality as have persons and places in the every-day world.

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Books Received

"The Long View." By Mary E. Richmond. New York City: Russell Sage Foundation.

"Timothy Crunchit, the Calico Bunny." By Martha J. Bail. Chicago, Illinois: Laidlaw Brothers.

EDUCATION IN ACTION

Reward vs. Blame; Value of Each in Discipline

Tests Throw Light on Methods of Correction Indicating That Praise Is Much More Effective Than Punishment

Psychological evidence that to spare the rod does not necesarily spoil the child, and that the best means of discipline is to give virtue more than its own reward is now brought forward by Professor Edward L. Thorndike, of Teachers' College, Columbia University. His opinion, expressed in a recent lecture, and subsequently expanded in an interview, is based on findings he has made as to the actual effects rewards and punishments have on the learning process.

The tests, he believes, while made on grown students, throw light on the whole problem of discipline, whether of children or employes.

Taken in conjunction with other studies, he says, they reinforce the growing opinion that punishment, although it undoubtedly has some value, is too complicated in its possible effects for most parents, or for that matter employers, to use with much success; while a reward is simple and safe. Though the reward be only a pat of approval on the child's shoulder, or a word of commendation from the employer, it has a direct effect in strengthening the desired tendency.

"The usual theory about rewards and punishments," Dr. Thorndike explains, "has been that a reward attached to a tendency strengthened that tendency, and that a punishment attached to it weakened it. Reward and punishment have been thought of and treated as opposites.

"Experiments prove that punishment is not a true opposite of reward. Where reward strengthens, punishment will not necessarily weaken. Rewards may do much, where punishment does nothing useful. The experiments lead me to believe that the value of punishments has been much exaggerated in both theory and practice.

"The value of a punishment has been supposed to lie in its general weakening effect upon the tendency to which it is attached. I expect our further experiments to prove that it has no such general weakening effect, that it will be elective only in certain circumstances and under certain conditions. Rewards, on the contrary, do have a strengthening effect that is general, and perhaps universal.

"These facts are important, because in homes, in schools, in business, in government, and even in religion, the world has been relying on punishments as much as on reward, probably more. Punishments, of course, are not always futile. The contrary is demonstrable from general observation and from experiments with animals. But they have very little, if anything, to do with implanting the right tendencies. We may think that our fines and beatings and jails and electrocutions cure men of evil tendencies, when the real power lies in the rewards (of public esteem, self-respect and the like) for decent behavior.

"In our experiments we have found that much the best way to eradicate a bad tendency was to put a good tendency in its place and reward it. I believe we should try this way oftener in homes, schools, business and government."

Student "Riots" Fill College Coffers

The value of "rioting in the public eye" as a means of loosening the purse-strings of college philanthropy was made the subject of a call to arms in the Barnard College undergraduate publication, the Bulletin. Commenting upon the recent celebration by Columbia students of a tug-of-war victory, the Barnard observer said: "Tomorrow some benevolent old codger, remembering the days of his youth, will sigh, and leave Columbia a million or so. If we, by bursting the bonds of convention, can gain a little of such profitable publicity, let us imitate the noble example which our gay young brothers have set us. Cynicism is no more! Sophistication is no more! Modesty is no more! Let us be Amazons, oh, my sisters! Let us riot—in the public eye!"

Old-Age Pension For the Teacher

Who should provide for the public school teacher's old age? According to the researches of the National Education Association, reported in a bulletin just issued, the teacher herself and the public should do so jointly on a fifty-fifty basis. This on the whole, it is concluded, makes possible more adequate benefits with contractual security, eliminates the demoralizing influences of a straight pension plan, while inducing a co-operative feeling between employer and employe. Practice in this case supports theory, nineteen out of the twenty-four state-wide retirement systems now in force operating on the joint contributory basis. In three states—Michigan, Montana and Washington—the teachers alone provide their own pensions, while in Arizona and Rhode Island the state does so without their help. Twenty-one states, mainly in the South, still have no state-wide retirement systems, while others have only limited application.

Remodeling Plans For Small Schools

The old-fashioned one-room "little red schoolhouse" is now out of date, and plans for remodeling it to improve lighting, heating, ventilation, and general equipment have been compiled by the Federal Office of Education. In spite of the fact that one-room schools are being absorbed by consolidated schools throughout the country, there still remain 150,000 schools of this type, the Office points out. Many of these are sound structurally, and can be changed to satisfy modern demands. Rearrangement of windows, elimination of the old, rusty, dirty box stove, and introduction of innovations such as workrooms, first-aid cabinets, auditoriums, and bookcases, constitute some of the proposed architectural changes.

Talking Pictures Used for Teachers

The talkies as a device for teacher training have come into their own in New Jersey during the past month. There, at twenty-one county teacher institute meetings, arranged by the State Board of Education, noted educators have been teaching demonstration classes, and giving mental tests and lectures via the sounding screen. Thus, the education "road show" begins to supplant the lecturer in person, as the movies long since encroached upon the field of the legitimate theatre. Thus, too, it must be admitted, thousands of country teachers, as by no other method, will be brought into the radius of the inspiration and the personalities of world-renowned educational leaders.

University Sponsors Children's Theatre

Nothing, perhaps, better illustrated the expanding ideas of education as a preparation for the whole of life than the sponsoring by a great university of a children's theatre. Tried out last

year as an experiment, it has now taken form as a regular season of twenty Saturday morning dramatic events under the aegis of Columbia University's Institute of Arts and Sciences. The view of education which such a venture implies would regard as almost as important the cultivation of superior recreational tastes as that of adequate workaday skills. "We are not here concerned with education in the sense of sums done, copybook pages completed, and spelling lessons memorized," says the institute director. Dr. Russell Potter. "We are concerned with the problem of stimulating the child's imagination in such a way that he may grow into a richer adult life."

Military Courses For Mexican Boys

Military instruction has been established in the federal primary schools throughout Mexico by orders of the president. The ruling, which is applied under article 31 of the constitution, makes military training obligatory for all students under fifteen years of age.

Educating Navajo Indians

Navajo Indian children are probably the hardest to get into the Government Indian schools, largely because of the somewhat nomadic existence of the tribe members. Sheep raising has been encouraged in this tribe by the government, as the Navajo reservation is well suited to the occupation. The Indians are inclined to wander with their flocks. Their reservation is the largest in the country, extending over portions of four states—Arizona, New Mexico, Colorado and Utah. The reservation is larger than the State of New Jersey, and 40,000 Indians live on it. It is usually found necessary to place the Navajo children in boarding rather than day schools, in order to educate them. All expenses of their education, including board, transportation and clothing, are paid by the government.

Reveals Essentials Of Good Teaching

"In discussing good teaching in its broadest sense," declares Arthur P. Williams, Federal Agent for Agricultural Teaching, "we must consider not only how the teaching is done, but the content with which it deals. In any type of education the content should be of use to the learner, and the question of what he should be taught at any given time is a question of relative needs." "In vocational education," he continued, "we chiefly recognize needs for training in certain managerial and operative activities in the occupation for which training is being given. This requires the selection of very specific objectives usually expressed in terms of job or activity units. Thus our first requirement of good teaching is that it should deal with appropriate content in terms of training needs. Our second requirement is that the teacher should use appropriate methods adapted to the given teaching situation, and resulting in the minimum expenditure of time and effort, both on his part and on the part of his pupils. The fact should never be overlooked that it is the pupil and not the teacher who does the learning. All learning is essentially habit formation, and habits are formed by repetitive experience. Thus all that a good teacher really does is to place the pupil in contact with the kind of experience." The third requirement, according to Mr. Williams, is that adequate facilities for presentation of content must be provided, content in this sense being the actual activities involved in the training.

Mississippi to Eliminate Fire Hazards

A co-operative plan to eliminate fire hazards in school buildings of the state of Mississippi has been announced by the state superintendent of education, W. F. Bond, who said expert assistance has been placed at the service of the state by Lloyd T. Wheeler, manager of the Mississippi State Rating Bureau. Mr. Wheeler has made available the services of inspectors employed by the rating bureau in various parts of the state to inspect all school plants, and to submit recommendations for fire safety. "This fire prevention campaign with services of expert inspectors will cost the school district nothing, and will point out fire hazards which should be eliminated," Mr. Bond stated.

Asks World Opinion Of American College

Leaders in the various field of endeavor throughout the world have been asked by the New York University Daily News, in letters mailed, to express an opinion in a symposium regarding the success or failure of American college education, and whether they think "that a college education is to make the students effective and thoughtful citizens in the world in which they are to live, and to inspire them to efforts which will contribute to the further improvements of the world." The letter says that "The New York University Daily News, in conjunction with the plans being made for the centennial anniversary at the university, is attempting to secure opinions from leaders in various fields of endeavor, be they literature or law, business or art, or any other branch of activity, regarding the success or failure of American college education."

Language Teaching Theories "Bunk"

That the study of French or German for a year or two in high school contributes in important measure to the life-long culture of the pupil was characterized as "nearly pure bunk," by Professor David Snedden, of Teachers College, Columbia University, in a recent address. Present methods of teaching modern foreign languages in the public schools were criticised by Dr. Snedden for the low standard set, for their late beginning in the pupil's course, and for the confusion existing as to the value of the study for cultural or practical purposes. He urged that Japanese, Russian and Italian be given their due share in the courses, that modern language study be begun at least as early as the seventh grade, and that it be restricted to specified groups of twenty to forty pupils.

Radio Merger As Education Aid

The need for educational radio programs can not be met under the existing alignment of commercial broadcasting stations, because these stations cater largely to commercial advertisers, and do not have the available time for proper academic instruction programs, Armstrong Perry, specialist in radio education, co-operating with the Federal Office of Education, told the Federal Radio Commission. Appearing before the Commission to endorse the applications of the University of Wisconsin and the Department of Agriculture and Markets, for consolidation of their two existing stations as an educational station, Mr. Perry declared it would be a move in the direction of obtaining improved facilities for educational institutions. The station, which would have 5,000 watts power during daylight hours, and be located at Madison, Wis., would be a consolidation of Station WHA, at Madison, and WLBL at Stevens Point, Wis.

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Character Chats

(Continued from page 533.)

hands, he went into breakfast. His mother listened to his tale with an amused smile.

"Got him holed in a brier patch!" he said triumphantly. "I put a big rock into the mouth of the hole. He'll never come out again."

"But he'll starve; he'll die a slow, painful death," said his mother.

"Good enough for him!" growled Zeb.

"Maybe," answered his mother, "but how about you?"

"Me?" asked Zeb, in surprise.

"Yes, son, how about you? Don't you know that all the time that poor creature is dying, something fine and big and noble and kind inside of you will be dying, too?"

That night Zeb came into the kitchen where his mother was frying doughnuts. He wore a big smile, and held a beautiful, pure black fur in his hand.

"Mother," he cried, triumphantly, "that skunk was *pure* black. See! His pelt is worth five times as much as all the chickens he killed. After you told me what you did, mother, I went out and took the rock out of the hole, and waited. When the old boy poked up his head I shot him. I am sure he didn't suffer an instant."

Discussion: Did Zeb do right in shooting the skunk? Yes, otherwise he could not raise his valuable chickens. Do you like Zeb's mother? Can you remember what she said? This story shows that a person can protect himself against destructive things in a humane and sensible way. I wonder who, in the class, can smell the rich doughnuts that Zeb's mother was frying as he came in!

Suppose you were a neighbor, and dropped in at that moment. What would you talk about with Zeb, between bites?

Would Zeb have used his power in a fair and humane way if he had left the stone in the hole?

Story Five

Tobo

Tobo was a little circus dog. He could stand on his hind legs, with a ruff around his neck and a little peaked hat on his head, and bark whenever the clown asked him a question. The clown had found Tobo in an ash barrel when he was a puppy so small that he did not fill the palm of a man's hand.

The clown fed the little fellow warm milk from an eye-dropper, and carried him from place to place in a big pocket he had sewn inside the flap of his overcoat. Everyone laughed at Tobo and the clown.

"I wouldn't be surprised," said the trapeze man, "but what the two eat off the same plate."

"I don't know about that," said the horseback rider, "but I have seen the clown buy meat for Tobo when he could not afford a square meal for himself."

One day, as the clown and Tobo were getting ready for their main act, there was a great cry and commotion in the animal tent next door. The clown sprang to his feet in alarm.

"Tiger loose! Tiger loose!" rang the warning shout. Almost instantly a huge paw slashed down through the tent side, and the fierce face of the Bengal tiger peered in, hissing with rage. The clown's first thought was for Tobo. He reached eagerly for his

(Continued on page 538.)

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GRINS BETWEEN GRINDS

Now He Knows

Johnny—"Mamma, what is a 'seccond story man'?"

Fond Mother—"Your father's one. If I don't believe his first story, he'll always have another one ready."

What a Plight

Little Alice had a very bad cold.

Holding up a rose to her mother's nose, she asked:—

"Does it smell sweet, Mummy?"

"Yes, dear," the mother answered. "Can't you smell it yourself?"

Alice shook her head solemnly. "No," she said, "my nose is deaf."

Oh, No!

McGinty—"I've a terrible corn on the bottom of my foot."

Pat—"That's a foine place to have it. Nobody can step on it but you."

Nothing Like That

Theatre Attendant—"I shall have to ask you to leave if you persist in hissing the performers, sir."

Smithers—"Hissing! I w-w-was s-s-simply s-s-saying to S-S-Sandy that the s-s-singing was s-s-simply s-s-superb."—Ipswich Star.

Legal Advice

"Bear up!" said the lawyer. "We may still win the case. I haven't exhausted all the means—"

"But you've exhausted all mine!" interrupted the client gloomily.—London Answers.

Round One

She—"How true the old adage is, 'Marry in haste, repent at leisure.'"

He—"Not for us. Men have no leisure after they marry."—Capper's Weekly.

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Character Chats

(Continued from page 537.)

tiny form, but Tobo escaped his fingers. With low, fierce growls he planted himself before his master. The hair on his neck rose, and his lips drew back, exposing his rows of shining, white teeth.

"Tobo! Tobo!" screamed the clown. At the sound of the man's voice the tiger stepped stealthily into the room. His huge head was lowered, and his wicked green eyes seemed to burn with a yellowish-green flame. He crouched to spring upon the terrified clown.

What happened then no one knew. Tobo flashed into action. He was like a live, steel spring as he whipped this way and that. The confused tiger slashed at him with his great paws, only to beat at empty air.

Behind the tiger cautiously appeared the faces of several men. A rifle rose to the shoulder of one. There was a sharp crash, and the huge beast rolled over on his side, dead.

Tobo seemed to understand. He tiptoed up to the huge head, and sniffed it warily, then he wagged his tail and looked up at the clown.

Discussion: Some one has said: "It's not the dog in the fight that counts, it's the fight in the dog." Does this story bear out the truth of this statement? Is courage a matter of size? Did the clown play fair with Tobo? Did Tobo play fair with his master? I suspect fair play has loyalty for a foundation; loyalty to the rules of the game, to some noble ideal; to some beloved person or cause. I imagine when a person is fair to an enemy he is so because he is loyal to some fine, noble thing within.

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Meetings To Be Held

DECEMBER

26-27: American Association of Teachers of Spanish, at Boston, Mass. (William M. Barlow, Curtis High School, New York City, Secretary.)

29-30-31: Modern Language Association of America, at Washington, D. C. (Carlton Brown, New York University, New York City, secretary).

29-January 3, 1931: American Association for the Advancement of Science, Secretary B. E. Livingston, Smithsonian Institute, Washington, D. C.: Cleveland, Ohio.

29-31: American Historical Association, Dexter Perkins, 40 B St. S. W. Washington, D. C.: Boston, Massachusetts.

29-31: American Philological Association, J. W. Hewitt, Wesleyan University, Middletown, Connecticut: Iowa City, Iowa.

29-31: American Psychological Association, C. C. Brigham, Princeton, New Jersey: Iowa City, Iowa.

29-31: American Society for the Study of Disorders of Speech, S. M. Stinchfield, Mt. Holyoke College, South Hadley, Massachusetts: Chicago, Illinois.

29-31: Classical Association of the Pacific States, W. Bailey, 1426 Warren Avenue, Seattle, Washington: Portland, Oregon.

29-31: Botanical Society of America, A. J. Eames, Cornell University, Ithaca, New York; Cleveland, Ohio.

29-31: Illinois State Teachers' Association, R. C. Moore, Carlinville, Illinois: Springfield, Illinois.

29-31: New York Association Academic Principals, L. H. Strough, High School, Niagara Falls, New York: Syracuse, New York.

29-31: Modern Language Association of America, Carleton Brown, New York University, New York City: Washington, D. C.

29-31: Music Teachers' National Association, D. M. Swarthout, University of Kansas, Lawrence, Kansas: St. Louis, Missouri.

29-31: National Commercial Teachers' Federation, C. M. Yoder, 129 N. Prairie Street, Whitewater, Wisconsin: Des Moines, Iowa.

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